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ABSTRACT

This book, which is intended to serve as a practical and immediately usable resource for adult educators, trainers, and staff developers, examines ways of deepening adult learners' motivation to learn. Chapters 1-3 examine the following: theory and research supporting how motivation affects instruction; characteristics and skills of a motivating instructor (expertise, empathy, enthusiasm, clarity, cultural responsiveness); and four conditions that substantially enhance adult motivation to learn (inclusion, attitude, meaning, and competence). Chapters 4-7, which are the book's core, detail a total of 60 strategies for dynamically integrating inclusion, attitude, meaning, and competence into a motivational model called the Motivational Framework for Culturally Responsive Teaching. Each strategy is discussed in terms of its cultural relevance and relation to adult learning. In chapter 8, the previous chapters are summarized in a detailed outline of all the motivational strategies, and their specific purposes and two methods of instructional planning--the superimposed method and the source method--are explained. Concluding the book is an epilogue examining the moral responsibilities of being an effective instructor of adults. The "Observation Guide for Culturally Responsive Teaching and Learning (Adult Version)" (Margery B. Ginsberg) is appended. Twenty tables/figures are included. The bibliography lists 261 references. (MN)

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